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ABSTRACT

Troy State University in Montgomery, Alabama, has been training principals since 1965. Although a principal internship has always been recommended, it was not actually required of all educational administration graduates until fall 1981. This paper describes the development of guidelines for the principal internship program and presents the new guidelines effective January 1984. Particular features of the program are the inclusion of a learning contract to develop the specific responsibilities of the intern; a letter grade for the internship; and the recommendation that the intern assume full responsibility for the operation of the school over a 3-day or longer period. Appendixes, composing the bulk of the document, contain data on the intern population, a format for interviewing former interns and supervisors, examples of contract items, full text of the internship guidelines, and six sample forms used in the program. (MLF)

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THE DEVELOPMENT OF GUIDELINES FOR AN INTERNSHIP PROGRAM FOR PRINCIPALS

by

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A paper presented at the annual
Southern Regional Conference on
Educational Administration

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The Development of Guidelines for an Internship Program for Principals

The Southern Regional Educational Board stresses the importance of effective school leadership in its recent report, Meeting the Need for Quality: Action in the South, which states: ". . .the success or failure of a problem school depends more on the principal than any single factor." In fact, there are a number of research reports which substantiates the key role of the principalship.

The importance of this leadership position coupled with such changes as advocated in A Nation at Risk: Imperative to Educational Reform by the National Commission on Excellence in Education demand that a new emphasis be placed upon the training of principals. One vital area in this training is the pre-service, on-the-job internship; for example, another Southern Regional Education Board publication, The Preparation and Selection of Principals, states that entry level educational administration programs tend to be too theoretical and strongly recommends field based experience as part of the total program.

Troy State University in Montgomery (TSUM) has been training principals since 1965 and enjoys an excellent reputation for having a quality, practical program (including a 100% passing rate in this area on the Alabama Initial Teacher Certification Examination). Although the internship has always been recommended, it was not actually required of all educational administration graduates until Fall, 1981. The effective implementation of this requirement has emphasized the

need for developing explicit guidelines regarding the design, procedures and content of the principal internship.

Purpose of the Paper

This paper describes the development of guidelines for the principal internship program currently in use by Troy State University in Montgomery and presents the new guidelines which go into effect January, 1984.

Study Procedures

At the completion of each internship an informal survey was conducted to collect data from the intern, the university supervisor, and the local supervisor.[1] These data were analyzed and the resulting information was used to modify existing guidelines. In order to do this, the following questions were asked each of the above participants:

1. What were the strengths of this internship?
2. What areas do you believe need to be improved?
3. What are your recommendations?

In addition, a structured interview was conducted in September and October, 1983 with former interns who are currently employed in an administrative position and their employing superintendents (or supervisors).[2] This information was used to develop the guidelines to be used beginning January, 1984.

Background Information

During Winter Quarter 1980, selected faculty from Troy State

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[1] See Appendix I for a description of the intern population (Page 7).

[2] See Appendix II for the interview instrument (Page 8).

University began developing a system-wide program for training principals to meet the new certification standards. Included in this program were guidelines for the required internship.

This committee first reviewed the State standards pertaining to the internship and then surveyed current, selected literature in this area. The resulting draft was then discussed with the superintendents of the local school districts served by the three TSU locations and with selected school principals. The recommendations for these practicing school administrators were incorporated into a final draft, which was submitted to the various TSU facilities and later to the TSU Graduate Council for approval. This document was available for review by the State On-Site Review Team (February, 1981).

These original guidelines, which received the recommendation of the Review Team and later approval by the State Board of Education, contained the following features:

a. A choice between a ten-week (300 clock hour) full-time internship or a part-time option allowing the 300 clock hours to be spread over two or more quarters;

b. The approval of a setting either within the intern's own school or in another school;

c. A patterning after the teaching internship (i.e., the university selects the local supervisor and site as well as the content and activities, and the university supervisor conducts at least three on-site observations).

The First Revision

The first cycle of internships began Spring Quarter 1982 and ended Fall Quarter of that same year. Three internships were involved; of these, two were successful. The feedback from these experiences

was used by the faculty at TSUM to modify the guidelines as follows:

a. All interns must be recommended by both university and local officials before they register for the internship;

b. The general responsibilities of the intern, local supervisor, and university supervisor were clearly outlined in writing;

c. A learning contract will be used to develop the internship contract and to identify the specific responsibilities of the intern.

The required faculty recommendations and outline of responsibilities were beneficial in clearing up some procedural difficulties, but the real benefit of the first revision was the inclusion of the learning contract.[1] This technique allows for the maximum involvement of the intern with both supervisors; thus, it provides for more clearer understanding of the internship by all parties before it begins. Also, the development of the contract by the intern is in itself a learning experience, both in acquiring knowledge about the principalship and in refining human relation and communication skills. In addition, it acts as a screening device because the contract must be developed and approved prior to on-site work.

The Second Revision

The current or second revision was developed using data received from the participants in internships from spring to summer 1983. Four interns were involved, all successful. The only real change resulting from this cycle pertained to the role of the university supervisor. That is, the procedures followed by this supervisor in conducting the three (or more) required on-site visits was modified.

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[1] For details see page 15, "The Internship Plan".

It was found that, unlike the teaching intern, it was difficult to adequately observe all significant activities of the internship. This resulted in requiring the intern to provide documentation that each contract objective (and related activities) was completed, rather than the university supervisor attempting to actually observe all these activities. Thus, the university supervisor now acts much like a program auditor in that he/she approves the evaluation procedures (documentation) and later verifies these procedures during an on-site visit.[1]

The Third Revision

The latest revision, which will be used with students who are scheduled to begin their internship in January, is a product of data collected from January through October, 1983. This includes feedback from eight internships and from the seven employed former interns and their supervisors.

Basically, this information reaffirmed the procedures now in use to design and evaluate the internship, particularly the use of the learning contract. There were, however, three recommendations relating to the actual content requirements. These were as follows:

a. The use of a letter grade (A, B, C, etc.) should be retained rather than going to a pass/fail system because this provides information as to the quality and extent of the internship experience;

b. Ideally, the intern should have the experience of assuming full responsibility (within legal bounds and with the local supervisor either absent or acting only as an observer) for the operation of the school over a three day or longer period of time;

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[1] See Appendix III (page 9) for examples of contract objectives.

c. If the intern elects to complete the internship in his/her school, the learning contract should also contain activities in other schools.

These recommendations and the other feedback suggesting certain procedures and activities be continued were incorporated into the latest revision. The new guidelines may be found in Appendix IV (page 12).

Plans for Future Action

As of the present time there are eight students who have applied to begin their internships in January, 1984 and will be under the new guidelines. These internships will be evaluated in the same way as in the past in order to continue to develop and up-date the guidelines. In addition, another follow-up study of employed former interns is scheduled for Fall, 1984.

All these data, along with feedback from the eleven internships scheduled to begin Summer, 1984, will provide excellent information for the next revision. This revision, based upon experiences with an estimated 34 interns, should be a refined, field-tested document.

The faculty at TSUM believes that, because of the importance of the principalship, this program must be continually evaluated and modified if it is to be relevant in today's schools. In addition, the faculty also believes that the learning contract approach provides an excellent method to address both the needs of the individual and the school system.

APPENDIX I

Information Relating to the

Intern Population

Grade Level	Total Number	Successful Number	Currently Employed[1]
N-6	8	8	3
7-12	2	2	2
N-12	5	4	2
	15	14	7[2]

[1] In addition to seven now employed, three interns did not complete requirements prior to the opening of the 1983-84 school year. These should be employed either in January or by next fall.

[2] These seven are employed as follows: three principals, one assistant principal, two administrative assistants, and one co-ordinator.

APPENDIX II

Format for Interviewing Employed Former Interns and Supervisors

I. Questions Asked Employed Former Interns

A. What were the most beneficial activities in your internship to prepare you for your present position?

B. What activities do you believe were least helpful?

C. What would you recommend for inclusion in the new guidelines?

II. Questions Asked the Supervisor (i.e., principal or superintendent)

A. Are you familiar with the procedures and design of the internship now being used by TSUM? (If yes, continue -- if no, discuss the internship before continuing).

B. Based upon your evaluation of the effectiveness of (Former Intern) , please answer the following questions:

1. What internship activities do you believe were beneficial to (Former Intern) in meeting the responsibilities of his/her present job?

2. What changes would you recommend in our current guidelines?

APPENDIX III

Examples of Learning Contract Items

I. Objective

The intern will become familiar with the school plant in order to make room assignments to teachers and supervise the custodial staff.

Assignments

The intern will:

A. Tour and discuss the plant with the principal;
B. Review school handbooks for policy related to room assignment and duties of custodial staff;
C. Make (under supervision) the room assignments for next year;
D. Up-date regulations, plan work schedules, and observe the work of the custodial staff.

Evaluation

1. A copy of the approved classroom assignments will be available for review and discussion.
2. The custodial regulations and work schedules will be available for review and discussion.
3. A log of activities will be maintained.
4. The principal will approve and evaluate activities.

II. Objective

The intern will become familiar with the school's teacher performance evaluation instrument.

Activities

The intern will:

A. Discuss the instrument and evaluation procedure with the principal and university supervisor;
B. Use this instrument to evaluate at least three selected, approved teachers (under the direct supervision of the University Supervisor), including at least one video tape of the intern's teaching performance.

Evaluation

1. The completed instruments will be critiqued by the university supervisor.

2. A log of activities will be maintained.

III. Objective

The intern will engage in activities to promote an understanding of the role of principal in handling discipline problems.

Activities

The intern will:

A. Review policy handbook regarding discipline and school rules;
B. Observe the principal handling office referrals;
C. Handle selected, approved office referrals;
D. Discuss selected continuous discipline problems with teachers and parents.

Evaluation

1. The completed office referral cards will be available for review;
2. Notes on conferences with parents and teachers will be available for review.

3. The principal will observe and evaluate the intern's performance

IV. Objective

The intern will become familiar with the school's system of internal accounting.

Activities

The intern will (under the direction of the principal):

A. Develop a school budget;
B. Observe and discuss with the principal the school's purchasing, money collection, bookkeeping, and receiving procedures and perform related tasks assigned by the principal;
C. Up-date and check the school's inventory of supplies and equipment.

Evaluation

1. The principal will observe and evaluate the intern's performance.
2. The various comments relating to the assigned tasks will be available for review.
3. A log of activities will be maintained.

V. Objective

The intern will become familiar with Systematic Classroom Observation (SCO).

Activities

The intern will:

A. Discuss SCO procedures with the principal and university supervisor;
B. Complete at least three cycles with selected, approved teachers.

Evaluation

1. The principal and involved teachers will observe and evaluate the intern's performance.
2. The observation contract and follow-up conference notes will be available for review.

APPENDIX IV

The Internship Guidelines

The internship is a period of preparation for a leadership position during which time the student is helped to develop a capacity to perform effectively in the conditions of actual practice. The Alabama State Board of Education policy requires that all candidates for fifth-year (Class A) certification in the Instructional Support area complete an internship. The TSUM internship program is designed not only to meet the certification requirements of the State Board of Education but also provide a valuable educational experience for all participating students. Through the internship, the prospective administrator/supervisor learns to put theory into practice, combine and extend past experiences, apply new competencies, engage in structured self-evaluation, and profit from direct observation of experienced administrators/supervisors in the field.

The Internship Competencies

The following competencies are mandated by the Alabama State Board of Education and therefore are considered basic in the training of future superintendents, principals, and supervisors. Thus, each intern should select those concepts and skills related to his/her area/level and use them as a guide in the development of the internship plan.

A. All students in administration and supervision shall demonstrate that they:

1. Understand the role of the school as a social institution;

2. Understand learning theory and apply it to the evaluation and improvement;

3. Understand and use relevant concepts from social and behavioral sciences on organizational theory, leadership theory, group dynamics, family relationships, and human interaction;

4. Understand and use sound principles of curriculum development and evaluation;

5. Use sound administrative and supervisory processes, including conceptualization discovering, diagnosing, goal-setting, planning, decision-making, establishing priorities, delegating, communicating, and evaluating;

6. Apply appropriate knowledge and understanding to school board relationships, school law, personnel/employee relationships, educational finance, facilities, planning and utilization, public relations, instructional supervision, staff development, and curriculum development;

7. Understand the rights and ethical responsibilities of educational leadership from legal or professional perspectives;

8. Encourage continuous professional development as an individual responsibility;

9. Apply research processes and research results to the continuous improvement of school programs;

10. Understand the particular roles of the superintendent, principal, supervisor, and other vital staff positions.

B. Students qualifying for superintendent shall demonstrate that they:

1. Can apply the knowledge and understanding acquired in the foundation studies in administration and supervision to the superintendency;

2. Understand the structure of public education, federal, state, and local authority and responsibility for schools and the relationships of the local school district to federal, state and local governments;

3. Understand the function of the school superintendency;

4. Understand the nature and function of public administration and the relationships of the administration of education to other fields of public administration;

5. Understand public finance and public school finance in particular including budgeting, fiscal management, and accountability;

6. Can work effectively with the local board of education, the professional and service personnel of the school district, public agencies, and the general public;

7. Understand local, state, and national trends, problems, and issues affecting the public schools and the school superintendency;

8. Understand sound principles and theories of educational leadership;

9. Understand social, economic, and cultural forces, the structure and control of communities and their impact on the schools and on the school superintendency; and

10. Understand the legal factors which impact on or may impact on the superintendency and the school district.

C. Students qualifying for the various levels of the principalship shall demonstrate on their selected level that they:

1. Can apply the knowledge and understanding acquired from the foundation studies in administration and supervision to the principalship in the areas of specialization chosen by the student;

2. Understand the function of the school in the level chosen for service as principal and the program of education provided by the school to achieve this function;

3. Understand appropriate ways of organizing and administering the level of educational programs the student is preparing to serve as principal;

4. Understand the responsibilities and duties of the principal with emphasis on the level of the principalship being studied;

5. Understand the legal factors which impact or may impact on the principalship, teachers, and students;

6. Understand ways and means of evaluating the principalship, the instructional program of the school, and the effectiveness of the school faculty; and

7. Understand trends, problems, and issues which affect or may affect the principalship.

D. Students qualifying for supervisor shall demonstrate that they:

1. Can apply the knowledge, understanding, and skills acquired in foundation students in administration and supervision to the field of supervision chosen by the candidate;

2. Understand the educational program of the teaching field or level of the school program to be supervised;

3. Understand curriculum theories and principles of curriculum development;

4. Understand theories, processes, and goals of supervision with particular reference to the field of specialization chosen by the individual;

5. Understand appropriate instructional materials including courses of study, textbooks, and media for the field of specialization chosen;

6. Understand ways to evaluate the supervision program and the instructional program in the field of specialization chosen;

7. Understand the legal factors which impact or may impact on the work of the supervisor; and

8. Understand trends, problems, and issues which influence or may influence the work of the supervisor.

Application, Site Selection, and Design

The intern application process must be initiated by the student and made as early as possible in order to provide time for place development and site selection. Specifically, each applicant must:

1. Notify his/her faculty advisor and receive permission to register for the internship in advance of the term in which the internship will begin;

2. Submit to the assigned university supervisor a written application on the approved form (See Appendix A) in advance of the term in which internship will begin; and

3. Register for ADM or SPV 654 (Internship in Area of Specialization) for the term in which the internship will begin.

Although the final approval of the internship site is the responsibility of the university, the student should meet with the University Supervisor to initiate the process. The student may seek possible sites on his own; TSUM, however, retains complete control over the approval of the internship site. A signed authorization form (See Appendix B) from the school system in which the proposed internship site is located must be obtained before the internship site can be approved, and the site must be approved in advance of the term in which the internship will begin. The internship site may be served in the

intern's school or at another approved site. If the intern's school is the primary site, the internship plan must contain experiences on additional, approved sites.

The site selection will also depend upon the selection of the local supervisor. This supervisor must be a practicing, certified school administrator or supervisor with proven, successful experience. The local supervisor must be recommended by the local superintendent and approved by the University. In addition, he/she must agree to supervise the intern according to the stated guidelines.

The internship is designed to meet individual needs. For this reason the following two options are offered:

1. A 10 week full-time internship - under this plan the student spends a period of 10 weeks in an administrative and/or supervisory setting. The 10 weeks should be consecutive; however, exceptions to this are possible. The student will devote approximately 30 hours each week to the internship. The content of this internship must address the competencies listed in this document.

2. A part-time internship - this plan would allow the student to spread the internship experience over a period of time longer than 10 weeks. Each individual plan will determine the total length of time and the number of hours per week for internship which will meet the same requirements of total hours and content as internships designed under Option 1.

The Internship Plan

Each intern is expected to develop an individualized plan based upon the State competencies listed in this document and reflecting other information obtained from a survey of selected literature and from conferences with practicing school administrators and/or supervisors. The plan shall be developed as a learning contract.

The learning contract provides a method whereby all three participants (i.e., intern, local supervisor, and university supervisor)

are directly involved in designing the internship. In addition, the intern should consider the development of the learning contract a major learning activity of the internship.

As the contract is developed before the internship begins, it provides for effective communication which should lead to a better functional understanding of the content of the internship in general and the responsibilities of each participant in particular; that is, agreements are reached before the fact. Of course, modifications may be made as needed during the internship, using the same procedure under which the contract was originally developed.

The actual contract itself will consist of the learning objectives which have been approved by all three parties (i.e., the intern and both supervisors). In addition, each objective should consist of the following three (3) parts:

Learning Objectives. The objectives must reflect the State competencies for administration/supervision. In addition, they should be practical, relevant, and measurable.

Learning Activities. This is how the objective will be accomplished; thus, all activities must be based on and tied to an objective. Also, they must be realistic.

Evaluation. This provides documentation that the objective has been achieved.

Because a grade is involved, the amount of work (i.e., completion of objectives) for each grade should be explicit. This is usually done in one of the two following ways:

Point Method. Each objective is given a point value with the sum of the points for all objectives equaling the total points available. Also, a grading scale must be included to convert points into a letter grade.

Letter Method. Objectives are grouped by the letter grade to be earned, with the objectives for the grade of "B" building on the "C"

group, and the "A" objectives building on the "B". It is important that the learning objectives be arranged so that the "C" objectives are accomplished before the "B" and so forth.

In developing the plan (contract), each participant has specific responsibilities. These are as follows:

The University Supervisor. He/she will offer suggestions based upon data obtained from other internships, see that both State and University policy and regulations are followed, and approve the plan as addressing the required competencies. The university supervisor will also be concerned with the mechanics of the plan; i.e., the validity of the activities and evaluation procedures as well as the grade determination.

The Local Supervisor. As a practitioner, he/she will see that the plan is appropriate for the area/level of the internship, suitable for the specific location, valid in terms of job responsibilities, and legal in regard to local board policy and school rules. The local supervisor will also be primarily responsible for the on-site performance evaluation of the intern and should keep this in mind when approving the activities and evaluation procedures.

The Intern. He/she should advise both supervisors of his/her perceived abilities and needs, other responsibilities which will relate to or conflict with the internship, and preference of activities, etc. The intern must remember that he/she will be actually doing those things set forth in the plan.

Supervision of the Internship

The internship will be jointly supervised by a TSUM faculty member (i.e., university supervisor) and an administrator/supervisor in the local school system (i.e., local supervisor).

The university supervisor will act as a liaison between the local supervisor and the intern and will verify that both the time and content requirements are met and documented. Specifically, the university supervisor will:

a. Assist the intern in selecting the site;

b. Approve the site in advance of the internship;

c. Assist (in cooperation with the local supervisor) the intern in developing the internship plan;

d. Approve the internship plan prior to the internship;

e. Make at least three on-site visits in order to observe, review and verify all documents related to the internship plan;

f. Meet with the intern and local supervisor in order to (1) set-up the internship (e.g., discuss the plan, procedures, etc.), (2) review the interim evaluation of the intern, and (3) discuss the final evaluation;

g. Complete written reports on all visits and meetings (See Appendix C);

h. As necessary, make adjustments regarding the time and content of the internship;

i. Represent the interests of the University and the intern as a student of the university; and

j. Assign a grade (based upon the internship plan) and complete the summary report (See Appendix D).

The local supervisor will provide the intern with direct supervision and on-the-job learning opportunities. Specifically, the local supervisor will:

a. Approve the internship plan;

b. Conduct an orientation session with the intern to discuss the items as regulations, desired behavior, and other specific responsibilities;

c. Assist the intern in developing productive working relationships with other staff members and students;

d. Coordinate the intern's activities to assure maximum benefits to both the intern and school system;

e. Permit the university supervisor to observe the intern and review documentation related to the internship;

f. Participate in at least three formal conferences with the intern and university supervisor;

g. Advise the university supervisor if the content needs modification and/or if additional conferences or on-site visits are needed;

h. Complete a written interim and final evaluation of the intern (See Appendix E),

In addition to following the application, placement, and learning contract procedures stated earlier in this document, the intern should also:

a. Follow the guidance and direction of the local supervisor;

b. Understand and follow local and/or system policy, rules, and regulations;

c. Advise the university supervisor if university assistance is needed;

d. Meet with the local and university supervisors on at least three occasions;

e. Develop and use a time management system; and

f. Complete two written reports (See Appendix F).

APPENDIX A

Troy State University in Montgomery
Department of Education

APPLICATION FOR INTERNSHIP IN EDUCATIONAL ADMINISTRATION/SUPERVISION

NAME _____ SSN _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONES: HOME _____ WORK _____

DATE YOU DESIRE INTERNSHIP TO BEGIN _____ AND END _____

(Internship must be for 10 weeks or its equivalent; i.e., 300 clock hours)

CERTIFICATION DESIRED: (CHECK ONE)

_____ Superintendent

_____ Principal (Check Level) N-12 ( ), N-6 ( ), 7-12 ( )

_____ Supervisor

I would like to request that the individual entered below be the local supervisor for my internship and that the university supervisor make the proper contacts.

NAME _____ PHONE _____

TITLE _____ SCHOOL _____

SCHOOL SYSTEM _____

I understand that it is my responsibility to become knowledgeable of and to abide by the policies governing me in the school and school district in which I intern. I will be evaluated by the local supervisor and university supervisor and must satisfactorily complete the internship before I can graduate.

INTERN'S SIGNATURE _____ DATE _____

APPENDIX B

Troy State University in Montgomery
Department of Education

AGREEMENT FOR INTERNSHIP

NAME _____ SSN _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONES: HOME _____ WORK _____

Certificate for which student is preparing (Check One)

( ) Superintendent ( ) 7-12 Principal ( ) General Supervision of Instruction

( ) N-6 Principal ( ) N-12 Principal

School District in which internship will be performed _____

Name of Superintendent _____ Phone _____

Name of Local Supervisor _____ Phone _____

Building(s) in which the internship will be located _____

Grade levels included in internship _____

Inclusive dates _____

Approved by:

_____
Superintendent of Schools

_____
Local Supervisor

_____
University Supervisor

_____
Date

Copies To:

University Supervisor
University Advisor
Superintendent of Schools
Local Supervisor
Applicant

APPENDIX C

Troy State University in Montgomery
Department of Education

UNIVERSITY SUPERVISOR'S REPORT

No._____ Date_____

Intern's Name_____

Administrator/Superintendent's Name_____

School_____ Grade Levels_____

Briefly describe nature of the conference, on-site review, etc. and state what was done.

_____
Signature

APPENDIX D

Troy State University in Montgomery
Department of Education

SUMMARY REPORT OF INTERNSHIP

Intern's Name_____ SSN_____

Course No._____ Credit Hours_____ Quarter_____

(Check One) Superintendent ( ); Principal N-12 ( ), N-6 ( ), 7-12 ( )
Supervisor ( )

Location_____ Grade Levels_____

Local Supervisor_____ Title_____

Dates of Visits by University_____

Number of Clock Hours Intern Engaged In:

Observation _____

Participation _____

Professional Activities _____

Conferences with Supervisors _____

Preparatory Work _____

Other Related Activities _____

Total Number _____

Comments (Related to Intern):_____

_____

Final Grade_____

Signed_____ Date_____
University Supervisor

Evaluation of Internship: (On separate paper, please respond to the following questions)

1. What were the strengths of this internship?
2. What areas do you believe need improving?
3. What are your recommendations?

APPENDIX E

Troy State University in Montgomery
Department of Education

INTERN EVALUATION FORM

Name of Intern _____

Name of School Supervisor _____

Title _____

(Check One) Interim Evaluation ( ), Final Evaluation ( )

Using a scale of 1-5 (with 1 being poor and 5 being excellent) and by writing appropriate comments, please indicate your impression of the intern in the following areas:

1. Human relations skills (ability and judgment in working with and through people, including an understanding of motivation and an application of effective leadership principles)

   1 2 3 4 5

Comment: _____

_____

2. Technical skills (ability tc use knowledge, methods, and techniques necessary for the performance of specific tasks)

   1 2 3 4 5

Comment: _____

_____

3. Oral and written communication skills (ability to communicate clearly and effectively)

   1 2 3 4 5

Comment: _____

_____

4. Initiative (ability to lead and make decisions)

1 2 3 4 5

Comment: _____

_____

5. Dependability (ability to accept responsibility and carry a job through to a successful completion).

1 2 3 4 5

Comment: _____

_____

6. Attainment or completion of agreed upon internship objectives (final evaluation only)

1 2 3 4 5

Comment: _____

_____

7. Overall potential as an administrator/supervisor (final evaluation only)

1 2 3 4 5

Comment: _____

_____

8. Special successes, abilities, and/or deficiencies

Comment: _____

_____

Date _____ Signed _____
Local Supervisor

Date _____ Signed _____
Intern

(The signature of the intern does not indicate agreement or disagreement with the evaluation. It merely indicates that the student has seen the evaluation.)

Internship Evaluation

On a separate page, please respond to the following questions:

1. What were the strengths of this internship?
2. What areas do you believe need improvement?
3. What are your recommendations?

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APPENDIX F

Troy State University in Montgomery
Department of Education

REPORT OF INTERN

Name of Intern_____SSN_____

Check One: Interim Report ( ) Final Report ( )

Inclusive Dates: From_____To_____

Accounting of the Time (In Clock Hours):

1. Observation _____ 4. Conference_____
2. Participation_____ 5. Preparatory Work_____
3. Professional Activities_____ 6. Other Related Activities

_____

Log of Activities:

Using additional paper, submit a daily log showing your internship activities and time spent on each activity.

Date	Activity	Time (In Hours)

Comments and Reactions:

Using additional paper, please respond to the following questions and make any other desired comments:

1. What were the strengths of this internship?
2. What areas do you believe need to be improved?
3. What are your recommendations?

Signed_____
Intern

Approved_____
Local Supervisor